

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 1/13/2023.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides New Hampshire over \$350 million to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ict/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bill/117th-congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

- | | | |
|--|---|---|
| 1) School District / Charter School Name: | <u>Plainfield</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>441</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>32</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>3/1/2023</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Dr. Sydney Leggett - Interim Superintendent</u> | |
| 6) Email & Telephone: | <u>sleggett@plainfieldschool.org 603-469-3250 ext 264</u> | |

II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

Yes - Description Required

Description:

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2980/PSD/2814968/ESSER_III_Information_Plainfield.docx.pdf

- 2) The plan is in an understandable and uniform format (please choose one):

Yes - Description Required

Description:

Utilizing the information provided by the State of NH and this template, we created a response document with prominent information in it. In addition, this document in PDF format will be loaded onto the website which is understandable and uniform in its format.

- 3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

Yes - Description Required

Description:

The plan has been written in English and can be translated into both Spanish and Portuguese if needed. Our parent population is all English speaking.

- 4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

Yes - Description Required

Description:

We have hard copy formats available which can be made into large text if necessary. We can also provide a dictated version to individuals if needed.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

- 1) How the LEA provided the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds:

Yes - Description Required

Description:

The public was provided with an outline from administration and provided feedback input around the use of ESSER funds through our school board meetings, reaching out from the administration or school board members either via phone, letter, or email, and through the use of surveys.

- 2) How the LEA took public input into account regarding the development of the LEA's plan for the use of ARP ESSER funds (please choose one):

Yes - Description Required

Description:

At School Board Meetings during the Summer of FY22, the Administration engaged in a public dialogue with the School Board regarding the use of ESSER III funds. As we begin to plan out the remaining use of the ESSER III funding, we are looking at the information we have gathered from the public from all the above mentioned means of communication and making determinations based on that information about expenditures.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
a. Students (please choose one):

Somewhat - Description Required

1) Description:

Determining the use of ESSER funding, we have spoken with staff and students in grades 5-8 around their thoughts about what would be helpful to them to address support of learning.

- i) Number of total responses: 50+*
- ii) Uses consulted on: Closing the learning gap*
- iii) Description of feedback received: Varied and generally technology driven.*

Please indicate how consultation was:

2) Inclusive: Students in grades 5-8 and staff have had the opportunity to assist in the targeting of these funds.

3) Widely advertised and available: Students and staff will and have received communication through email and staff notes as well as at specific scheduled meetings.

4) Ongoing: At any time, students and staff can contact teachers/administrators/school board, to express their concerns or ideas.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families are always welcome to attend our school board meetings, which are advertised in our weekly newsletter, to give comment around the use of our ESSER III funds. Agendas are made available to all families prior to the meeting via email, physical postings, and are posted in the town listserv and on our school website.

- i) Number of total responses: 50+*
- ii) Uses consulted on: Staffing and Technology*
- iii) Description of feedback received: Ideas have been incorporated into the grant narrative*

Please indicate how consultation was:

2) Inclusive: As this is made publicly available on the school website, everyone should have access to our funding plan. Options are available for those with disabilities and for those who do not speak English.

3) Widely advertised and available: Information is being transitioned to the new school website.

4) Ongoing: If at any time anyone has a thought about the process, they would be able to contact the school board via the contact information on our website, or attend a school board meeting to discuss their concerns or ideas.

c. School and district administrators, including special education administrators (please choose one):

Yes - Description Required

1) Description:

School administrators and special education administrators provided input through meetings with the superintendent and school board members at scheduled meetings.

- i) Number of total responses: The building Principal and Student Services director as well as the building leadership team (6 members, representing all grade groupings) provided direction
- ii) Two main focuses emerged out of meetings, the need for math intervention and enhanced technology
- iii) Description of feedback received: Representation unanimously agreed on direction of funds.

Please indicate how consultation was:

- 2) Inclusive: Meeting time was consistent month to month, allowing leadership at the building office and student levels to participate. During Administrative team meetings, all Administrators engaged in fund usage conversation. At the building level, the Leadership team engaged in the same level of conversation.
- 3) Widely advertised and available: Meetings with district administrators are set to be recurring and are part of the master calendar, available to all stakeholders. The same practice pertains to the Leadership team.
- 4) Ongoing: The building Principal provided weekly updates to the Administrative team regarding the recommendations of the Leadership team.

d. Teachers, principals, school leaders, other educators, school staff, and their unions (please choose one):

Yes - Description Required

1) Description:

Teachers, principals, school leaders, contracted servers, and school staff, were involved in conversations regarding the use of ESSER funds

- i) Number of total responses: Approximately 35 stakeholders provided feedback directly to the committees regarding the use of funds*
- ii) Uses consulted on: Learning loss strategies, DEI and technology were targeted areas*
- iii) Description of feedback received: Appreciation for being a part of discussions on the deployment of these funds. The district strategic plan provided guidance and alignment. Staff members appreciated the opportunity to participate in the decision-making process at the SAU and school level. Math remains a key focus area.*

Please indicate how consultation was:

- 2) Inclusive: Convenient time was set aside to allow all respective stakeholders the opportunity to provide valuable guiding input.
- 3) Widely advertised and available: All stakeholders were notified and given the opportunity to participate via the Principal newsletter as well as internal communication.
- 4) Ongoing: Staff will be advised that they are able to speak with administration or school board officials at any time should they have ideas about how to use the funds appropriately.

e. Tribes, if applicable (please choose one):

- Please Select -

1) Description:

N/A There are no tribes in NH

- i) Number of total responses: This is not applicable*
- ii) Uses consulted on: This is not applicable*
- iii) Description of feedback received: This is not applicable*

Please indicate how consultation was:

- 2) Inclusive: This is not applicable
- 3) Widely advertised and available: This is not applicable
- 4) Ongoing: This is not applicable

f. Civil rights organizations, including disability rights organizations (please check one):

Yes - Description Required

1) Description:

Prior to engaging in ESSER activities, input was sought from area agencies including ACLU, DHHS-Division of Children, Youth and Families, Upper Valley Haven, and the Special Needs Support Center. Organizations outside of the School District were not part of this specific survey.

- i) Number of total responses: N/A
- ii) Uses consulted on: N/A
- iii) Description of feedback received: No feedback was received

Please indicate how consultation was:

- 2) Inclusive: As this is made publicly available on the school website, everyone has access to our funding plan. Options are available for those with disabilities.
- 3) Widely advertised and available: The information will be put in various publications locally for everyone to see. Principal ponderings (newsletters) go into broader detail.
- 4) Ongoing: If at any time anyone has a thought about the process, they would be able to contact the school board via the contact information on our website, or attend a school board meeting to discuss their concerns or ideas.

- g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (please choose one):

Yes - Description Required

1) Description:

Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students responded to this survey as employees of the district.

- i) Number of total responses: 3 stakeholders were engaged, Student Services Director, ESOL instructor, Guidance Counselor
- ii) Uses consulted on: Discussion focused on diversity, inclusion and equity. One outcome was the direction to create a DEI committee
- iii) Description of feedback received: Appreciation for being included and the District having a renewed focus on diversity, equity, and inclusion.

Please indicate how consultation was:

- 2) Inclusive: As this is made publicly available on the school website, many stakeholders have access to our funding plan. Options are available for those with disabilities and for those who do not speak English.
- 3) Widely advertised and available: The information will be put in various publications locally for everyone to see. Principal ponderings (newsletters) go into broader detail.
- 4) Ongoing: If at any time anyone has a thought about the process, they would be able to contact the school board via the contact information on our website, or attend a school board meeting to discuss their concerns or ideas.

- h. Community-based organizations, including partnerships to promote access to before and after-school programming (please choose one):

Yes - Description Required

1) Description:

Prior to ESSER funding being allocated, input was sought from Camp Conistan, the districts community-based after-school program for the last 16 years. Organizations outside of the School District were part not of this outreach.

- i) Number of total responses: N/A
- ii) Uses consulted on: N/A
- iii) Description of feedback received: District feedback was sought from the agencies listed above; no specific feedback was provided.

Please indicate how consultation was:

- 2) Inclusive: Administrators, Staff members, family, student, and community members
- 3) Widely advertised and available: Yes, through both Superintendent's outreach and Principal newsletter which are also posted on district website.
- 4) Ongoing: The multi - year strategic plan with ongoing goals focused on Diversity, Equity, & Inclusion and community partnerships

- i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

Yes - Description Required

1) Description:

Prior to committing ESSER funding, input was sought from local child-care providers. Early Childhood Organizations outside of the School District were not part of this specific survey.

- i) Number of total responses: N/A

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: Administrators, Staff members, family, student, and community members

3) Widely advertised and available: Yes, through both Superintendent's outreach and Principal newsletter which are also posted on district website.

4) Ongoing: The multi - year strategic plan with ongoing goals focused on Diversity, Equity, & Inclusion and community partnerships

Project Information		Client Information		Contract Information		Financial Information		Operational Information		Compliance Information		Risk Information		Reporting Information	
Project Name	Project ID	Client Name	Client Address	Contract No.	Contract Date	Contract Value	Contract Currency	Start Date	End Date	Contract Type	Contract Status	Contract Risk	Contract Risk Level	Contract Risk Category	Contract Risk Description
Project A	12345	Client X	123 Main St	CA-2023-001	2023-01-01	1000000	USD	2023-01-01	2023-12-31	Fixed Price	Active	Low	Low	Operational	Operational
Project B	67890	Client Y	456 Main St	CA-2023-002	2023-02-01	2000000	USD	2023-02-01	2023-11-30	Time & Materials	On Hold	Medium	Medium	Operational	Operational
Project C	11111	Client Z	789 Main St	CA-2023-003	2023-03-01	500000	USD	2023-03-01	2023-10-31	Fixed Price	Completed	Low	Low	Operational	Operational
Project D	22222	Client A	101 Main St	CA-2023-004	2023-04-01	3000000	USD	2023-04-01	2023-12-31	Fixed Price	Active	High	High	Operational	Operational
Project E	33333	Client B	202 Main St	CA-2023-005	2023-05-01	1500000	USD	2023-05-01	2023-11-30	Fixed Price	Active	Medium	Medium	Operational	Operational
Project F	44444	Client C	303 Main St	CA-2023-006	2023-06-01	750000	USD	2023-06-01	2023-10-31	Fixed Price	Active	Low	Low	Operational	Operational
Project G	55555	Client D	404 Main St	CA-2023-007	2023-07-01	1200000	USD	2023-07-01	2023-12-31	Fixed Price	Active	Medium	Medium	Operational	Operational
Project H	66666	Client E	505 Main St	CA-2023-008	2023-08-01	900000	USD	2023-08-01	2023-11-30	Fixed Price	Active	Low	Low	Operational	Operational
Project I	77777	Client F	606 Main St	CA-2023-009	2023-09-01	1100000	USD	2023-09-01	2023-12-31	Fixed Price	Active	Medium	Medium	Operational	Operational
Project J	88888	Client G	707 Main St	CA-2023-010	2023-10-01	800000	USD	2023-10-01	2023-11-30	Fixed Price	Active	Low	Low	Operational	Operational
Project K	99999	Client H	808 Main St	CA-2023-011	2023-11-01	600000	USD	2023-11-01	2023-12-31	Fixed Price	Active	Low	Low	Operational	Operational
Project L	00000	Client I	909 Main St	CA-2023-012	2024-01-01	400000	USD	2024-01-01	2024-06-30	Fixed Price	Active	Low	Low	Operational	Operational
Project M	10101	Client J	010 Main St	CA-2023-013	2024-02-01	300000	USD	2024-02-01	2024-05-31	Fixed Price	Active	Low	Low	Operational	Operational
Project N	20202	Client K	101 Main St	CA-2023-014	2024-03-01	200000	USD	2024-03-01	2024-04-30	Fixed Price	Active	Low	Low	Operational	Operational
Project O	30303	Client L	202 Main St	CA-2023-015	2024-04-01	150000	USD	2024-04-01	2024-03-31	Fixed Price	Active	Low	Low	Operational	Operational
Project P	40404	Client M	303 Main St	CA-2023-016	2024-05-01	100000	USD	2024-05-01	2024-02-28	Fixed Price	Active	Low	Low	Operational	Operational
Project Q	50505	Client N	404 Main St	CA-2023-017	2024-06-01	75000	USD	2024-06-01	2024-01-31	Fixed Price	Active	Low	Low	Operational	Operational
Project R	60606	Client O	505 Main St	CA-2023-018	2024-07-01	50000	USD	2024-07-01	2023-12-31	Fixed Price	Active	Low	Low	Operational	Operational
Project S	70707	Client P	606 Main St	CA-2023-019	2024-08-01	35000	USD	2024-08-01	2023-11-30	Fixed Price	Active	Low	Low	Operational	Operational
Project T	80808	Client Q	707 Main St	CA-2023-020	2024-09-01	25000	USD	2024-09-01	2023-10-31	Fixed Price	Active	Low	Low	Operational	Operational
Project U	90909	Client R	808 Main St	CA-2023-021	2024-10-01	15000	USD	2024-10-01	2023-09-30	Fixed Price	Active	Low	Low	Operational	Operational
Project V	01010	Client S	909 Main St	CA-2023-022	2024-11-01	10000	USD	2024-11-01	2023-08-31	Fixed Price	Active	Low	Low	Operational	Operational
Project W	10110	Client T	010 Main St	CA-2023-023	2024-12-01	5000	USD	2024-12-01	2023-07-31	Fixed Price	Active	Low	Low	Operational	Operational
Project X	20211	Client U	101 Main St	CA-2023-024	2025-01-01	2500	USD	2025-01-01	2023-06-30	Fixed Price	Active	Low	Low	Operational	Operational
Project Y	30312	Client V	202 Main St	CA-2023-025	2025-02-01	1250	USD	2025-02-01	2023-05-31	Fixed Price	Active	Low	Low	Operational	Operational
Project Z	40413	Client W	303 Main St	CA-2023-026	2025-03-01	625	USD	2025-03-01	2023-04-30	Fixed Price	Active	Low	Low	Operational	Operational
Project AA	50514	Client X	404 Main St	CA-2023-027	2025-04-01	312	USD	2025-04-01	2023-03-31	Fixed Price	Active	Low	Low	Operational	Operational
Project AB	60615	Client Y	505 Main St	CA-2023-028	2025-05-01	156	USD	2025-05-01	2023-02-28	Fixed Price	Active	Low	Low	Operational	Operational
Project AC	70716	Client Z	606 Main St	CA-2023-029	2025-06-01	78	USD	2025-06-01	2023-01-31	Fixed Price	Active	Low	Low	Operational	Operational
Project AD	80817	Client A	707 Main St	CA-2023-030	2025-07-01	39	USD	2025-07-01	2022-12-31	Fixed Price	Active	Low	Low	Operational	Operational
Project AE	90918	Client B	808 Main St	CA-2023-031	2025-08-01	19	USD	2025-08-01	2022-11-30	Fixed Price	Active	Low	Low	Operational	Operational
Project AF	01019	Client C	909 Main St	CA-2023-032	2025-09-01	9	USD	2025-09-01	2022-10-31	Fixed Price	Active	Low	Low	Operational	Operational
Project AG	10120	Client D	010 Main St	CA-2023-033	2025-10-01	4	USD	2025-10-01	2022-09-30	Fixed Price	Active	Low	Low	Operational	Operational
Project AH	20221	Client E	101 Main St	CA-2023-034	2025-11-01	2	USD	2025-11-01	2022-08-31	Fixed Price	Active	Low	Low	Operational	Operational
Project AI	30322	Client F	202 Main St	CA-2023-035	2025-12-01	1	USD	2025-12-01	2022-07-31	Fixed Price	Active	Low	Low	Operational	Operational

Section 1: General Information																												Section 2: Financial Summary					Section 3: Operational Data				
Item ID	Description	Category	Unit	Quantity	Unit Price	Total Price	Tax	Net Price	Discount	Final Price	Inventory	Status	Location	Supplier	Lead Time	Quality Score	Compliance	Notes	Revenue	Cost	Profit	Margin %	Units Sold	Units Produced	Units Shipped	Units Returned	Defect Rate	Customer Rating									
001	Product A	Electronics	kg	100	100	10000	1000	9000	500	9500	50	Active	Warehouse 1	Supplier X	30 Days	95	Compliant	High Demand	10000	8000	2000	20%	1000	1000	1000	0	0.5%	4.8									
002	Product B	Electronics	kg	200	50	10000	2000	8000	1000	9000	100	Active	Warehouse 2	Supplier Y	45 Days	90	Compliant	Medium Demand	10000	7000	3000	30%	2000	2000	2000	0	0.8%	4.5									
003	Product C	Electronics	kg	300	30	9000	3000	6000	1500	7500	200	Active	Warehouse 3	Supplier Z	60 Days	85	Compliant	Low Demand	9000	5000	4000	44%	3000	3000	3000	0	1.2%	4.2									
004	Product D	Electronics	kg	400	20	8000	4000	4000	2000	6000	300	Active	Warehouse 4	Supplier A	75 Days	80	Compliant	Very Low Demand	8000	3000	5000	62%	4000	4000	4000	0	1.5%	4.0									
005	Product E	Electronics	kg	500	15	7500	5000	2500	2500	5000	400	Active	Warehouse 5	Supplier B	90 Days	75	Compliant	Lowest Demand	7500	2000	5500	73%	5000	5000	5000	0	1.8%	3.8									
006	Product F	Electronics	kg	600	10	6000	6000	0	0	6000	500	Active	Warehouse 6	Supplier C	105 Days	70	Compliant	Lowest Demand	6000	1000	5000	83%	6000	6000	6000	0	2.0%	3.5									
007	Product G	Electronics	kg	700	8	5600	7000	0	0	5600	600	Active	Warehouse 7	Supplier D	120 Days	65	Compliant	Lowest Demand	5600	500	5100	91%	7000	7000	7000	0	2.2%	3.2									
008	Product H	Electronics	kg	800	7	5600	8000	0	0	5600	700	Active	Warehouse 8	Supplier E	135 Days	60	Compliant	Lowest Demand	5600	400	5200	93%	8000	8000	8000	0	2.4%	3.0									
009	Product I	Electronics	kg	900	6	5400	9000	0	0	5400	800	Active	Warehouse 9	Supplier F	150 Days	55	Compliant	Lowest Demand	5400	300	5100	94%	9000	9000	9000	0	2.6%	2.8									
010	Product J	Electronics	kg	1000	5	5000	10000	0	0	5000	900	Active	Warehouse 10	Supplier G	165 Days	50	Compliant	Lowest Demand	5000	200	4800	96%	10000	10000	10000	0	2.8%	2.5									

Section 1: General Information										Section 2: Financial Summary		
Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13
Detailed description of the first section, covering items 1 through 10.										Detailed description of the second section, covering items 11 through 13.		

X. Authorization

**Please print and sign this page. Return a signed version with your completed packet to :*

ESSER@doe.nh.gov

3/1/2023

Approver Signature - Superintendent / Head of School

Date

Dr. Sydney Leggett, Superintendent

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

Appendix A. ARPA Statutory Excerpt

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—

(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

(b) In developing its ARP ESSER plan, an LEA must—

(i) Engage in meaningful consultation—

(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and

(ii) Provide the public the opportunity to provide input and take such input into account.

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and

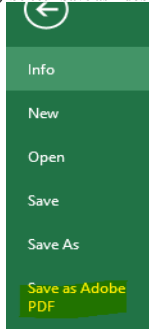
(iv) Be made publicly available on the LEA's website.

Please follow these steps once all tabs of your Districts Excel workbook are completed.

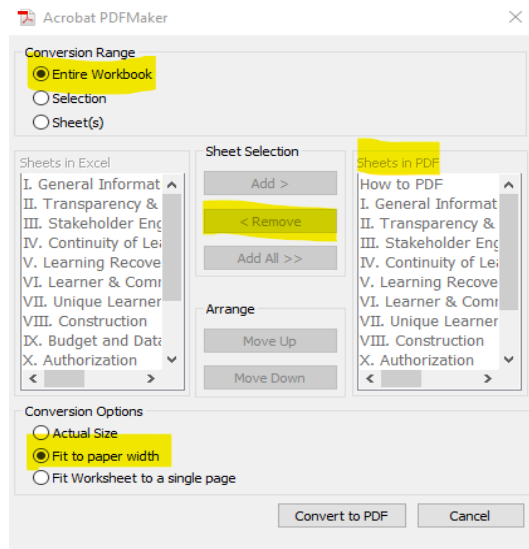
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IV. Budget and Data Reporting" tab from the list beneath "Sheets in PDF." Select "Remove." The reason is because this spreadsheet is so large, that the information will not easily transpose. The V. Authorization tab will need to be printed manually from Excel. The print range within the Excel workbook has been established for all tabs outlined.



3) Items due to the NHDOE by 01/13/2023:

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
 - i. Print the "V. Authorization" tab from Excel file
 - ii. Manually print and sign the "V. Authorization" tab from Excel file
- B. NH ARP ESSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (3 separate attachments)